

## Keys to Successful Outcomes

These “keys” contain the major elements that constitute the provision of a free appropriate public education (FAPE) for students with disabilities. These keys provide a tool to build capacity within the local education agency’s (LEA) internal system of compliance regarding the IDEA regulations. The intent of the IDEA is to ensure that each student with a disability is provided an individualized educational program (IEP) that is student specific.

The following instructions include **all** of the compliance items within the Arizona monitoring system. It is incumbent upon all LEAs to meet each of these requirements.

	<p style="text-align: center;"><b>General Instructions</b></p> <p style="text-align: center;">Enter all information on the Student Form. <b>(See Appendix A)</b></p>
Step 1	<p>Record the <b>demographic information</b> requested. All demographic information <b>must</b> be entered on the student form. If a student does not have a SAIS number, use the student’s birth date and initials. Use the SAIS category from the most recent census submitted to the Arizona Department of Education (ADE). When reviewing the evaluation timeline for a student who was found ineligible for special education, record the SAIS number and enter “Did Not Qualify” (DNQ) on the eligibility line.</p>
Step 2	<p>Determine the <b>primary language</b> spoken by the <b>parent</b> (to ensure that the LEA has met the parent notification requirements).</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Review the file for the language of the home as indicated <b>by the parent</b> and write the language in the space provided. Use any parent source (language survey, registration, developmental history), but do <b>not</b> use a secondary source such as the evaluation report summary.</li> </ul>
Step 3	<p>Determine the <b>language proficiency</b> of the <b>student</b> (to ensure that the LEA has properly evaluated and is appropriately educating the student).</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>If the primary language of the child is other than English, verify that the LEA has determined the language in which the child is most proficient. Look for the results of language proficiency testing (AZELLA). This may not be located in the special education file; you may have to access it in the cumulative or English language learner file. Specify the language proficiency in the space provided.</li> </ul>
Step 4	<p>Conduct the <b>file review</b> and record the information using the following codes:  <b>I</b> = In compliance      <b>O</b> = Out of compliance      <b>U</b> = Unreported</p> <p>Begin the student file review with Section II: Evaluation/Reevaluation.</p>

<b>SECTION I: Child Find</b>	
<b>I.A.1 Child Find Requirements</b>	
34 CFR 300.111(a)(1)(i)	<p>Determine if the LEA has special education <b>policies and procedures</b> to ensure that all children with disabilities who are in need of special education and related services are identified, located, and evaluated.</p> <p><b>Agency Review Method:</b></p> <ul style="list-style-type: none"> <li>• Verify that child find is included in the LEA's current policies and procedures.</li> </ul>
300.134 300.135 R7-2-401(C)(3) R7-2-401(L)	<p>Determine if the LEA <b>consults with private schools and home-school parents</b> and maintains an invitation list and agenda of the child find meeting with the private school staff and families or records of home-school involvement. All references to <b>private school students</b> also include <b>students who are homeschooled</b>.</p> <p><b>Agency Review Method:</b></p> <ul style="list-style-type: none"> <li>• Locate the invitation list to the meeting between private schools and the district. Locate the agenda for this meeting.</li> </ul> <p>If private schools are listed as invited and if the meeting agenda covers private school and home-school involvement in child find efforts, mark this item <b>I</b>.</p> <p>If there is no documentation of a meeting invitation list and agenda, mark this item <b>O</b>.</p> <p>If the agency is a school district, this item cannot be marked <b>U</b>.</p> <p>If the agency is a charter school, mark this item <b>U</b>.</p>
300.135	<p>Determine if the LEA has documented <b>outcomes from consultation with parents</b> of private school/home-school students (including written affirmations or documentation of efforts).</p> <p><b>Agency Review Method:</b></p> <ul style="list-style-type: none"> <li>• Review notes from the meeting between private school, home-school, and district representatives:</li> </ul> <p>If there are written affirmations, mark this item <b>I</b>.</p> <p>If there is documentation that attempts were made to include the private school but the private school did not respond, mark this item <b>I</b>.</p> <p>If there is no documented outcome from consultation with private schools, mark this item <b>O</b>.</p> <p>If the agency is a charter school or a state institution or if there are no private schools or home-schooled students within the district boundaries, mark this item <b>U</b>.</p>

<p>300.37 300.132(b)</p>	<p>Determine if there are <b>service plans</b> for private school/home-school students that include the roles and responsibilities of involved parties.</p> <p><b><i>Agency Review Method:</i></b></p> <ul style="list-style-type: none"> <li>• For private school/home-school students selected to receive services, identify that the school has a service plan.</li> </ul> <p>If service plans exist for all children receiving services, mark this item <b>I</b>.</p> <p>If there are no private school or home-school students with disabilities receiving services or if this is a charter school, mark this item <b>U</b>.</p>
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## **SECTION II: Evaluation/Reevaluation**

For an initial evaluation of a student who **did not qualify** (DNQ) for special education, make a compliance call on II.A.5 (evaluation timeline) ONLY.

For a student who **has been phased out of special education**, make a compliance call on evaluation components II.A.1 – II.A.4 and parent notices IV.A.1 and 2. (The team must complete an evaluation beginning with the review of existing data and the decision to collect or not collect data and ending with an eligibility determination. This would include a statement of the student's educational performance, indicating that there is no longer an educational need nor an educational impact.)

### **II.A.1 Completion of Evaluation/Reevaluation**

<p>34 CFR 300.301(a) 300.301(c) 300.303(b) 300.303(b)(2) 300.305(e)(1) 300.306</p> <ul style="list-style-type: none"> <li>• Student Form (SF)</li> </ul>	<p>A <b>current evaluation</b> is in the file.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>• Review the file for the <u>current evaluation (dated within three years of the file review date)</u> and the <u>eligibility documentation</u>.</li> </ul> <p>If a current evaluation is found, mark this item <b>I</b>.</p> <p><b><u>For reevaluations only:</u></b></p> <p>If evidence of the agreement that a reevaluation was unnecessary is present, then mark this and all remaining items in evaluation as <b>U</b>.</p> <p>If no current reevaluation documentation is found, then look for evidence of the agreement between the parent and LEA that the reevaluation was unnecessary. This agreement must be based upon a discussion of the advantages and disadvantages of conducting a reevaluation as well as the effect a reevaluation might have on a child's educational program. (IDEA Comments, page 212)</p> <p>If parental and LEA agreement to waive the reevaluation is not documented and no reevaluation is conducted, mark this item <b>O</b> and enter <b>U</b> on the remainder of the evaluation items.</p> <p><b>If a student has been phased out of special education:</b></p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>• The team must have conducted a reevaluation prior to the <b>decision</b> to dismiss the student from special education. The decision of the team may be based on existing information or on newly administered tests or assessments.</li> <li>• There is no requirement that new data be gathered to phase out a student, but all components pertinent to the student's category of eligibility must be addressed and documented.</li> </ul> <p>If no evaluation is found for a phased-out student, mark this item <b>O</b> and enter <b>U</b> on the remainder of the evaluation items.</p>
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II.A.2 Review of Existing Data	
For reevaluations, the team must include a <b>review of prior special education evaluation results</b> (300.305(a) (1). This data needs to be included within the review of existing data and reviewed prior to the team’s determining the need for additional data.	
300.305(a)(1)(i) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The <b>parent</b> provided <b>current information</b> during the review of existing data and before the decision of the need for additional data was made.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if there is evidence that the parent provided information to the team <b>OR</b> that the LEA made several varied efforts to request information from the parent. This may be a review of information provided through a meeting, a questionnaire, a phone interview, or an e-mail to document developmental, medical, functional, and other pertinent information before the decision was made that additional data were needed.</li> <li>For students 18 years of age or older whose rights have transferred, look for evidence of current information provided by the student.</li> </ul> <p>If the parent provided any current information during the data collection, mark this item <b>I</b>.</p> <p>If the parent was not a member of the team mark this item <b>O</b>, unless during a reevaluation the LEA documented its efforts to include relevant parent input, then mark this item <b>I</b>.</p>
300.305(a)(1)(ii) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Current <b>classroom-based assessments</b> were reviewed before the decision of the need for additional data was made.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if the team considered specific classroom-based <b>quantitative</b> information shared by the child’s teacher related to classroom assessments, such as quarterly grades, formative or district-assessments.</li> <li>For a student being evaluated for a possible <b>learning disability</b> based on a response to intervention (RTI) process, comparative reports of progress monitoring from each tier of instruction and intervention were reviewed.</li> <li>For children <b>birth to three years</b>, assessment and performance information from early intervention programs was reviewed.</li> <li>For reevaluations of <b>preschool students</b>, the team may include specific assessment information from Teaching Strategies GOLD.</li> </ul> <p>If there is any academic information shared by the child’s teacher(s), mark this item <b>I</b>.</p> <p>If it is clear that input from the child’s teacher was not included in the review of existing data process, mark this item <b>O</b>.</p> <p>If the student has not attended school or an early intervention program, mark this item <b>U</b>.</p>

<p>300.305(a)(1)(iii)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p><b>Observations by teachers and related service providers</b> that are the result of routine classroom instruction were reviewed before the decision of the need for additional data was made.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>Determine if the team considered qualitative information that was shared by <b>any</b> teacher, related service provider, community-based provider, service provider for children birth to three, or other provider as appropriate.</li> <li>Examples of <b>qualitative information</b> include pertinent data related to peer relationships, work habits, organizational skills, motivation, behavior and self-esteem issues, and any pre-referral intervention efforts for initial evaluations.</li> <li>For a student being evaluated for a possible <b>learning disability</b> based on <b>an RTI process</b>, descriptions of research-based instruction and tiered interventions that were used and documentation that the interventions were implemented with fidelity and for sufficient periods of time were reviewed.</li> </ul> <p>If the student has not attended school, mark this item <b>U</b>.</p>
<p>300.305(a)(1)(ii)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p><b>Statewide assessments</b> were reviewed before the decision of the need for additional data was made.</p> <p><b><i>Student File Review Method: T</i></b>  Determine if the team considered performance on assessments conducted within the LEA environment , such as AzMERIT, AIMS, NCSC, AIMS A, or Stanford 10.</p> <p>If the team did review this data, mark this item <b>I</b>.</p> <p>If the <b>student is a transfer</b> and the LEA was unable to obtain any assessment data, mark this item <b>U</b>.</p> <p>If the student is <b>not the appropriate age</b> for this type of formalized assessment, mark this item <b>U</b>.</p>

II.A.3 Team Determination of Need for Additional Data	
300.305(a)(2) 300.305(d) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>A <b>team</b> determined that existing <b>data were sufficient</b> or that <b>additional data were needed</b>.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if a team discussed and made a determination about the need for additional data following the review of existing data (<b>before parent consent</b> was obtained, <b>before</b> the collection of <b>additional data</b> occurred, and <b>before eligibility</b> was determined).</li> </ul> <p><b>Examples:</b></p> <p>There is evidence that the team determined whether or not additional data were needed. = <b>I</b></p> <p>There is no evidence that the team determined whether or not additional data were needed. = <b>O</b></p>
300.305(d)(1) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>When the team decided NOT to collect additional data, the <b>parents</b> were <b>informed of the reasons</b> for that decision and of their <b>right to request additional data</b>.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Look for evidence that the parents were informed of the reason the school did not plan to gather further information and of the parents' right to request additional data.</li> <li>Verify this through documentation. It does not need to be (but may be) in the form of a prior written notice.</li> </ul> <p>Mark this item <b>U</b> for initial evaluations and reevaluations that required additional data.</p>

<p>300.9(a) 300.9(b) 300.300(a)(1) 300.300(c)(1)(i) 300.300(c)(2)(i) 300.300(c)(2)(ii)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>If the team determined additional data were needed, <b>informed parental consent was obtained</b> following the review of existing data (or for reevaluations, efforts were made to obtain consent) and before the collection of additional data.</p> <p><i>Consent</i> means “the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language or other mode of communication. The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought and the consent describes that activity.”</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>Determine if <b>informed written</b> parental consent is documented.</li> <li>For students 18 years or older whose <b>rights have transferred</b>, look for <b>written consent from the student</b>.</li> </ul> <p><b><i>Examples:</i></b></p> <p>The parent signature is evident. = <b>I</b></p> <p>The parent signature is evident but it is not informed consent relevant to the evaluation activities. = <b>O</b></p> <p>The parent signature was obtained after assessments were initiated. = <b>O</b></p> <p>The parent signature is missing for an initial evaluation. = <b>O</b></p> <p>In the case of a <b>reevaluation</b>, if the LEA attempted to obtain consent but the parent did not respond and the LEA adequately documented those efforts, mark this item <b>I</b>.</p> <p>If <b>no additional data were needed</b>, mark this item <b>U</b>.</p> <p>If the student <b>transferred in</b> with a current evaluation and <b>parent consent was not included in records</b> received, mark this item <b>U</b>.</p>
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## II.A.4 Eligibility Consideration

300.304(c)(4)

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The student was **assessed in all areas** related to the suspected disability.

***Student File Review Method:***

- Determine if concerns that surfaced through the pre-referral process, the review of existing data, and parent/teacher input were addressed in the evaluation.
- This includes but is not limited to any academic, social, behavioral, vision and hearing issues, or assistive technology needs.
- For a **preschool child**, determine if all of the **developmental domains** (cognition, language, motor, personal/social, and adaptive) were addressed in the evaluation. (Instruments designed for **screening purposes** do not meet the requirements for a complete and individual evaluation of a preschool child.)
- If the team decided not to collect additional data and nothing was brought forward from the previous evaluation, determine if the team has captured this information in the specific eligibility category section.

NOTE: If there were problems identified through the **vision or hearing screening**, the problems must have been resolved prior to continuing with the evaluation UNLESS the nature of the problem was part of the evaluation process and the strategies or instruments used during the evaluation took into account the additional issues.

***Examples:***

When testing a 2nd grader with chronic middle ear infections who was being medically treated but was unresponsive to treatment, the evaluation team used assessment methods that minimized the impact of language and hearing status on test results. = **I**

A student with SLI was failing to make progress in math and statewide test scores were significantly below expectations; the evaluation addressed math as an area of concern. = **I**

The evaluation of a preschool child who would not talk to peers but would talk to adults did not consider the social/emotional status of the child. = **O**

The evaluation of an unintelligible student with cerebral palsy who demonstrated normal intelligence and receptive language did not include an assessment of assistive technology needs in the area of expressive communication. = **O**

If the team determined that collecting additional data was unnecessary mark this item **U**.

<p>300.304(b)(1)(ii)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Upon <b>review of all data</b>, the team documented the <b>impacts of the disability(ies)</b> that are related to the student's performance in the educational setting and how <b>progress in the general curriculum is affected</b> by the student's disability(ies).</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>Locate documentation of the effect that each disability has on the student's education, including progress in the general curriculum.</li> <li>For a <b>preschool child</b>, this means the general developmental progress of the child.</li> <li>If the team determines eligibility for more than one category of disability, look for evidence of adverse impacts for all eligibilities.</li> <li>The team must make this determination after all data has been reviewed and analyzed.</li> <li>This information must be <b>student specific</b> and must <b>not contain boilerplate statements</b>.</li> </ul> <p><b><i>Examples:</i></b></p> <p>Student's reading comprehension disability will make it difficult for the student to acquire information through written text. = <b>I</b></p> <p>Student's deficit in the area of working memory will make it difficult for her to perform tasks that require solving numerical problems mentally, following oral directions, remembering instructions, memorizing factual information, and listening to and comprehending lengthy discussions. = <b>I</b></p> <p>Student's emotional disability causes the student to be excessively fearful of failure before peers and impacts the student's ability to participate in group work and presentations. = <b>I</b></p> <p>Student's speech-language and motor delays affect social interaction progress and cause the student to lash out when frustrated. = <b>I</b></p> <p>Results of the current evaluation suggest that the student needs special education services to benefit from instruction. = <b>O</b></p> <p>The student meets the criteria under the educational classification of specific learning disability and that will impact the student's ability to access and progress in the general curriculum. = <b>O</b></p>
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<p>300.304(b)(1)(ii)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Upon <b>review of all data</b>, the <b>educational needs</b> of the student to <b>access the general curriculum</b> were identified.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>Look for evidence that the team considered the specific educational needs that result from the disability. This should be individualized to the student and more extensive than a list of accommodations.</li> </ul> <p><b><i>Examples:</i></b></p> <p>Because of the student’s auditory processing disability, classroom instruction needs to be broken down incrementally step-by-step. = I</p> <p>Student is weak in auditory memory. = O</p> <p>Although student achievement in math does not evidence a significant discrepancy, given his AIMS scores and teacher input, the team has determined that using manipulative aids, with explicit instruction, will help the student to improve math calculation skills. = I</p> <p>Student needs help in math. = O</p> <p>Student needs assistance in using positive behaviors as an alternative to reacting in an aggressive physical or verbal manner. = I</p> <p>Student needs behavioral support. = O</p> <p>Student needs generalization and practice in daily living skills. = I</p> <p>Student is overly dependent on aide. = O</p> <p>Because of the student’s reading comprehension disability, the student should be provided with assistive technology (e.g. text-to-speech software) to access grade-level text. = I</p> <p>Because of the student’s reading disability, the student needs specialized instruction. = O</p>
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<p>300.305(a)(2)(B) (iv)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>For <b>reevaluations</b> only, upon <b>review of all data</b>, the team considered and documented whether any <b>additions or modifications</b> to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if the team <b>considered</b> the rate of progress the student was making toward annual goals and in the general education curriculum.</li> <li>If progress was deemed insufficient, determine if the team recommended additions, deletions, or revisions to the services.</li> <li>If no additions or modifications were needed, a statement to that effect should be included.</li> </ul> <p><b>Examples:</b></p> <p>Student is not making progress with math facts. Flash card drills and weekly testing have not improved his accuracy in completing math problems. It is recommended that he spend time every day practicing and that a self-paced computer program be used to measure accuracy and speed. = <b>I</b></p> <p>Student's AIMS scores in math show that she has moved from <i>falls far below</i> to <i>approaches</i> the grade-level standard. The resource support she has been receiving is meeting her needs. = <b>I</b></p> <p>Student has continued to make adequate progress on all annual goals and is becoming more social in classes through his active participation. = <b>I</b></p> <p>NA / blank = <b>O</b></p> <p>No changes = <b>O</b></p> <p>Mark this item <b>U</b> for initial evaluations.</p>
<p>300.306(2)(b) ARS15-761(5)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>A student must not be determined to be a student with a disability if the determinant factor is <b>lack of appropriate instruction in reading and/or math</b>.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if the team considered the lack of learning opportunities. There should be a clear statement of the consideration within the evaluation documentation.</li> <li>A rule-out statement is sufficient <b>ONLY</b> if there is no evidence of a lack of learning opportunities.</li> <li>The lack of learning opportunities may include: <ul style="list-style-type: none"> <li>✓ Frequent school changes.</li> <li>✓ Poor attendance.</li> <li>✓ Multiple teachers in the same year.</li> <li>✓ Questionable home-school curriculum.</li> </ul> </li> </ul>

<p>300.306(b)(iii)</p> <p>ARS15-761(2)(iii)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>If the student is not a native English speaker, the impact of <b>limited English proficiency</b> on progress in the general curriculum must be addressed.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if the team documented their consideration of language proficiency (AZELLA). There should be a clear statement of the consideration within the team's documentation.</li> <li>A rule-out statement is sufficient ONLY if there is <b>no</b> evidence of limited English proficiency.</li> </ul> <p><b>Examples:</b></p> <p>Although the student is considered an English language learner (ELL), the team determined that the struggles with the general education curriculum are due to a disability rather than the language acquisition process. = <b>I</b></p> <p>The student has been tested in both his native language and English and shows deficiencies in both languages. = <b>I</b></p> <p>The student's learning disability has more impact on the acquisition and use of vocabulary than the level of the student's language proficiency. = <b>I</b></p> <p>There is no evidence that the team considered the home language of the student. = <b>O</b></p> <p>Mark this item <b>U</b> if the student is a native English speaker.</p>
<p>300.306(a)(1)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>A <b>team</b> determined that the student has a specific <b>category of disability</b>.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Locate documentation of the team's decision regarding the specific disability category. All criteria for classifying any given disability should be reported and clearly demonstrated with supporting data.</li> </ul> <p><b>Examples:</b></p> <p>The eligibility report documents that multiple people had a role in making the classification decision and that the decision was made using data from a variety of sources. = <b>I</b></p> <p>There is no eligibility determination. = <b>O</b></p> <p>Decision is made by one person, not a team. = <b>O</b></p>
<p>300.306(a)(1)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>A <b>team</b> determined the student <b>needs special education</b> and <b>related services</b>.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Locate documentation of the eligibility for special education that is based on <b>the presence of a disability</b> and the <b>need for specially designed instruction</b>.</li> <li>NOTE: The date the team documents these decisions becomes the new eligibility determination date from which the timeline for future triennial reevaluation dates will be based.</li> </ul>

<p>300.304(c)(1)(ii) 300.304(c)(3)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p><b>Assessments</b> and other evaluation materials were administered in a <b>language and form most likely to yield accurate information</b>.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>Review assessments and other evaluation materials to ensure that they were selected and administered in a nondiscriminatory racial or cultural manner and that they were administered in a form and language most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it was not feasible to do so.</li> <li>A simple statement to this effect is <b>NOT</b> sufficient if the evidence is clearly to the contrary.</li> </ul> <p><b><i>Examples:</i></b></p> <p>The child is monolingual Urdu and tests were administered that are nonverbal or non-language based. = <b>I</b></p> <p>The child is monolingual Navajo and the teacher aide (who is trained to assist in assessment) interpreted for the child during testing. = <b>I</b></p> <p>The child is hearing impaired and tests were administered that are nonverbal or non-language based or were developed/normed for children who are hearing impaired. = <b>I</b></p> <p>The child's level of language proficiency was not determined and documented. = <b>O</b></p> <p>The child is monolingual Spanish and all tests were administered in English and required English language proficiency. = <b>O</b></p> <p>Mark this item <b>U</b> if the team did not collect data.</p>
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300.8(c)(1)  ARS15-761(1) <ul style="list-style-type: none"> <li>SF</li> </ul>	Documentation supports the category and substantiates eligibility for:  <b>Autism (A):</b> a developmental disability that significantly affects verbal and nonverbal communication and social interaction and adversely affects educational performance. Characteristics include irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or a change in daily routines and unusual responses to sensory experiences. Autism does not include children with characteristics of emotional disability.
300.8(b)  ARS15-761(3) <ul style="list-style-type: none"> <li>SF</li> </ul>	Documentation supports the category and substantiates eligibility for:  <b>Developmental Delay (DD):</b> performance by a child who is at least three years of age, but under ten years of age, on a norm-referenced test that measures at least one and one-half, but not more than three, standard deviations (SD) below the mean for children of the same chronological age in two or more of the following areas: <ul style="list-style-type: none"> <li>(a) Cognitive development.</li> <li>(b) Physical development.</li> <li>(c) Communication development.</li> <li>(d) Social or emotional development.</li> <li>(e) Adaptive development.</li> </ul> The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment-based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.
300.8(c)(4)  ARS15-761(7)  R7-2-401(E)(6)(a) <ul style="list-style-type: none"> <li>SF</li> </ul>	Documentation supports the category and substantiates eligibility for:  <b>Emotional Disability (ED):</b> verification by a psychologist or psychiatrist of one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: inability to learn, inability to build or maintain relationships, inappropriate behavior/feelings, unhappiness or depression, physical symptoms/fears, or schizophrenia, which adversely affects education performance.
300.8(c)(5)  ARS15-761(8)  R7-2-401(E)(6)(b) <ul style="list-style-type: none"> <li>SF</li> </ul>	Documentation supports the category and substantiates eligibility for:  <b>Hearing Impairment (HI):</b> verification by an audiologist of a hearing impairment that interferes with the student's performance in the educational environment and requires the provision of special education and related services. If there is evidence that a student's condition has changed, look for documentation that the team discussed the need for an updated medical verification.

<p>R7-2-401(E)(6)(b)</p> <ul style="list-style-type: none"> <li>• SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Hearing Impairment (HI):</b> evaluation of the language proficiency of the student, including documentation of the student’s mode of communication and its effectiveness for the student in accessing the general curriculum.</p>
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<p>ARS15-761(14)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Mild Intellectual Disability (MIID):</b> performance on standard measures of intellectual functioning <u>and adaptive behavior</u> between two and three standard deviations (SD) below the mean for students of the same age.</p>
<p>ARS15-761(15)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Moderate Intellectual Disability (MOID):</b> performance on standard measures of intellectual functioning <u>and adaptive behavior</u> between three and four standard deviations (SD) below the mean for students of the same age.</p>
<p>300.8(c)(7)</p> <p>ARS15-761(17)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Multiple Disabilities (MD):</b> multiple disabilities include two or more of the following: HI, OI, MOID, or VI or a student with one of the disabilities already listed in this section existing concurrently with MIID, ED, or SLD.</p>
<p>ARS15-761(18)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Multiple Disabilities with Severe Sensory Impairment (MD-SSI):</b> multiple disabilities include: (1) severe visual impairment or hearing impairment, with another severe disability or (2) severe visual impairment and severe hearing impairment.</p>
<p>300.8(c)(8)</p> <p>ARS15-761(19)</p> <p>R7-2-401(E)(6)(e)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Orthopedic Impairment (OI):</b> verification by a doctor of medicine of one or more severe orthopedic impairments, including those caused by congenital anomaly, disease, and other causes, such as amputation or cerebral palsy and that adversely affect educational performance. If there is evidence that a student's condition has changed, look for documentation that the team discussed the need for updated medical verification.</p>
<p>300.8(c)(9)</p> <p>ARS15-761(20)</p> <p>R7-2-401(E)(6)(c)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Other Health Impaired (OHI):</b> verification by a doctor of medicine of limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that is due to chronic or acute health problems (such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, or Tourette syndrome) and adversely affects student performance. If there is evidence that a student's condition has changed, look for documentation that the team discussed the need for an updated medical verification.</p>

<p>ARS15-761(24)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Preschool Severe Delay (PSD):</b> more than three standard deviations (SD) below the mean in one or more of the following areas: cognitive, motor, communication, social/emotional, or adaptive development.</p> <p>The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment-based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.</p>
<p>ARS15-761(29)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Severe Intellectual Disability (SID):</b> performance on a standard measure of intellectual functioning <u>and adaptive behavior</u> at least four standard deviations (SD) below the mean for a student of the same age.</p>
<p>300.8(c)(10) 300.307 300.309</p> <p>ARS15-761(33)</p> <p>R7-2- 401(E)(6)(d)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Specific Learning Disability (SLD):</b> a response to scientific, research-based intervention (with documentation of a statement of assurance); or a significant discrepancy that documents a pattern of strengths and weaknesses between achievement and ability in one or more areas: oral or written expression, reading or listening comprehension, basic reading skills, fluency, mathematics calculation, or reasoning; or a response to other alternative research-based procedures. The disorder may result in an imperfect ability to listen, think, speak, read, write, spell, or do math. Based on the standards above, each LEA should establish its own criteria for the determination of SLD.</p>
<p>300.311(7)(b)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Specific Learning Disability (SLD):</b> <b>Each group member</b> must certify in writing whether the report reflects the member's conclusion. If the report does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions. This certification may be contained in the report or may be located on a separate eligibility statement.</p>
<p>300.311(6)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Specific Learning Disability (SLD):</b> a determination of the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level must be included.</p>

<p>300.8(c)(11)</p> <p>ARS15-761(34)</p> <ul style="list-style-type: none"> <li>• SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Speech or Language Impairment (SLI):</b> a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.</p> <p>For a <b>preschool child</b>, it means performance on a norm-referenced language test that measures at least one and one-half standard deviation below the mean or whose speech, out of context, is unintelligible to a listener who is unfamiliar with the child. Eligibility for a preschool child under this subdivision is appropriate only when a comprehensive development assessment (CDA) and parental input indicate that the preschool child is not eligible for services under another preschool category or under developmental delay. If there is a discrepancy between measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.</p>
<p>300.8(c)(12)</p> <p>ARS15-761(38)</p> <p>R7-2-401(E)(6)(h)</p> <ul style="list-style-type: none"> <li>• SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Traumatic Brain Injury (TBI):</b> verification by a doctor of medicine of an acquired injury to the brain that is caused by an external physical force and that results in total or partial functional disabilities, psychosocial impairment, or both that adversely affects educational performance.</p> <p>Traumatic brain injury applies to open or closed head injuries resulting in impairments in one of more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury <b>does not</b> apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.</p> <p>If there is evidence that a student’s condition has changed, look for documentation that the team discussed the need for an updated medical verification.</p>
<p>300.8(c)(13)</p> <p>ARS15-761(39)</p> <p>R7-2-401(E)(6)(i)</p> <ul style="list-style-type: none"> <li>• SF</li> </ul>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Visual Impairment (VI):</b> verification by an ophthalmologist or optometrist of a visual impairment. Visual impairment, including blindness, means impairment in vision that, even with correction, adversely affects a child’s educational performance and requires the provision of special education and related services. The term includes both partial sight and blindness. If there is evidence that a student’s condition has changed, look for documentation that the team discussed the need for an updated medical verification.</p>

300.324(a)(2)(iii) ARS15-761(39) ARS15-214 <ul style="list-style-type: none"> <li>• SF</li> </ul>	Documentation supports the category and substantiates eligibility for:  <b>Visual Impairment (VI):</b> individualized Braille literacy assessment completed for students who are blind. This assessment should address the effect that the visual impairment has on reading and writing performance that is commensurate with the student's ability.  If a student with a visual impairment is not blind, mark this item <b>U</b> .
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## II.A.5 Initial Evaluations Completed within 60 Calendar Days of Receipt of Informed Written Consent of Parent

<p>300.301(c)(i) R7-2-401(E)(3) R7-2-401(E)(4)</p> <ul style="list-style-type: none"> <li>SF</li> </ul> <p>For DNQ</p>	<p>The initial evaluation of a student was <b>completed within 60 calendar days</b> of receipt of informed written consent from parent(s).</p> <p>The 60-day evaluation period may be <b>extended for an additional 30 days</b>, provided it is in the best interest of the child and the parents and the LEA agree in writing to such an extension.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>Determine if the LEA conducted the initial evaluation within 60 calendar days of receipt of informed parental consent. The 60-day period begins with the written informed consent and ends with the team determination of eligibility.</li> <li>If the parent requested the evaluation and the team concurred, the 60-day period would begin when the written parental request was received by the LEA.</li> <li>For students <b>transitioning</b> from the <b>Arizona Early Intervention Program (AzEIP)</b>, consider the LEA <b>evaluation</b> as an <b>initial evaluation</b>.</li> </ul> <p>If the timeline for the evaluation was not met, mark this item <b>O</b>. Enter the <b>number of days beyond 60 days AND the reason the timeline was not met</b> on the Student Form.</p> <p>If this is a reevaluation, mark this item <b>U</b>.</p> <p>If a student transferred during the evaluation process and the previous LEA did not complete the evaluation, the current LEA would need to complete the evaluation within a reasonable amount of time. The regular timeline would not apply. Mark this item <b>U</b>.</p> <p>If the parent repeatedly failed or refused to make the child available, the timeline does not apply. Mark this item <b>U</b>.</p> <p><b>For initial evaluations of students who did not qualify (DNQ), make compliance call on this line item ONLY.</b></p>
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<b>SECTION III: Individualized Education Program</b>	
When considering the line items within the IEP section, be sure to <b>review the IEP in its entirety</b> . <b>Compliance calls</b> should be made based upon the <b>IEP content as a whole</b> .	
<b>III.A.1 Current IEP</b>	
34 CFR 300.323(a) 300.323(b) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>There is a <b>current IEP</b>.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Record the date the most recent IEP was developed. If the IEP was developed or revised less than 365 days prior to the date of the file review, the IEP is current.</li> <li>IEPs dated 366 or more days from the date of the file review are noncompliant.</li> </ul> <p>This item <b>cannot be marked U</b>.</p> <p>If there is <b>no current IEP</b>, mark this item with an <b>O</b> and mark line items <b>III.A.2–III.A.8</b> with a <b>U</b>.</p>
<b>III.A.2 IEP Review/Revision and Participants</b>	
300.320(a) 300.323(a) 300.324(b) R7-2-401(G)(6) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Each IEP is <b>reviewed/revised</b> at least <b>annually</b>.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>If another IEP exists, enter the date the previous IEP was developed in the space. Compare that date with "Date of current IEP" to determine if an IEP review was conducted within the last 365 days.</li> </ul> <p><b>Examples:</b></p> <p>12/4/14 to 12/3/15 = <b>I</b></p> <p>12/4/14 to 12/4/15 = <b>I</b></p> <p>12/4/14 to 12/5/15 = <b>O</b></p> <p>If the IEP being reviewed is an <b>initial IEP</b>, mark this item <b>U</b>.</p> <p>If the student <b>enrolled with an expired IEP</b>, mark this item <b>U</b>.</p> <p>If the student <b>transferred without an IEP</b>, mark this item <b>U</b>.</p> <p>If a <b>previous IEP document is unavailable</b>, mark this item <b>U</b>.</p>

<p>300.321(a)(1-7) 300.321(b)(1) 300.321(e)(1) and (2) 300.324(a)(4)(i) 300.325(a)(2)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The IEP team meeting included the <b>required participants</b>.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Review the file for evidence of the following participants: <ul style="list-style-type: none"> <li>✓ One or both of the student's <b>parents</b>;</li> <li>✓ Not less than one <b>regular education teacher</b> of the student; for preschool, this might be a day care provider, Head Start teacher, LEA preschool teacher, or a kindergarten teacher;</li> <li>✓ Not less than one <b>special education teacher</b> or special education provider of the student;</li> <li>✓ A <b>representative of the LEA</b> who is qualified to provide or supervise the provision of special education and who is knowledgeable of the general curriculum and the availability of resources (the LEA representative must have authority to commit the resources needed to implement the IEP); and</li> <li>✓ An <b>individual who can interpret instructional implications of evaluations</b>. This person may be participating as a school psychologist, speech therapist, or other person specifically designated to fill this role.</li> </ul> </li> <li>NOTE: For the initial placement of a student in an approved <b>private day school</b>, look for evidence that a representative of the approved private day school participated in the IEP meeting.</li> <li>The people listed above must have been in attendance at the meeting unless one of the statutory stipulations below applies: <ol style="list-style-type: none"> <li>A member of the IEP team is not required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the LEA agree that the member's attendance is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.</li> <li>A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if <ul style="list-style-type: none"> <li>the parent and the local educational agency consent to the excusal; and</li> <li>the member submits <b>in writing to the parent and the IEP team</b> input into the development of the IEP prior to the meeting.</li> </ul> </li> </ol> </li> </ul> <p>A parent's agreement to excusing a member under #1 and #2 above <b>must be in writing</b>.</p> <p>If all five required participants are a part of the IEP team meeting, mark this item <b>I</b>.</p> <p>If a member of the team is not in attendance, determine if the stipulations have been met. If they have been met, mark the item <b>I</b>.</p>
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III.A.3 General Required Components of the IEP Are Included	
300.320(a)(1) 300.324(a)(1) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The IEP includes the student's <b>present level of academic achievement and functional performance</b> (PLAAFP) and how the disability affects the student's involvement and progress in the general curriculum.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Review the IEP for a description of the student's classroom academic, developmental, and functional needs. This information is based on the team consideration of <ul style="list-style-type: none"> <li>✓ the strengths of the child,</li> <li>✓ concerns of the parents for enhancing the education of their child, and</li> <li>✓ results of the initial or most recent evaluation of the child.</li> </ul> </li> <li>Look for documentation <b>more extensive than test scores or grade-level equivalents</b>. Areas pertinent to the <b>student's needs must be addressed in the PLAAFP</b>.</li> <li>This requirement includes <b>preschool students</b> at the functional or readiness levels. In annual IEP reviews of preschool students, assessment data from Teaching Strategies GOLD may be included.</li> <li>Beginning at <b>age 16</b>, the student's current functioning in relation to identified post-school outcomes should be described in the PLAAFP (or in another section of the IEP related to transition).</li> </ul> <p><b>(See Appendix B for sample PLAAFP statements.)</b></p>
300.320(a)(2)(i) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The IEP includes <b>measurable annual goals</b>, including academic and functional goals that meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general curriculum and meet each of the child's other educational needs that result from the child's disability. How the goals will be measured must be clearly documented.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Review the IEP to determine if there are annual goals that are measurable and that reflect student needs.</li> <li>The components of a measurable goal include what the child will do, to what extent the child will do it, the specific measurement tool, and a baseline related to this skill.</li> <li>Baseline measurement must be documented either in the PLAAFP or in the goal statement for progress toward the goal to be measurable.</li> </ul> <p>Clarification: All new skills must be assessed for baseline data. A zero may be used in the baseline when the student attempted but was unable to complete a skill.</p> <p><b>Examples:</b> (In the examples below, if no baseline is indicated, baseline was included in the PLAAFP.)</p> <ol style="list-style-type: none"> <li>Student will correctly define an average of 85% of veterinary terms found in veterinary technical manuals as measured by vocabulary quizzes. = <b>I</b>  Student will demonstrate understanding of 85% of veterinary terms found in veterinary technical manuals as measured by teacher observation. = <b>O</b></li> </ol>



	<p>2. Given picture-clue instructions, student will follow three-step directions five times per week for four consecutive weeks.  Baseline: 0/5 (student attempted skill but was unable to complete)  Mastery: 5/5 for four consecutive weeks  Measurement tool: Teacher data sheet = I</p> <p>Student will follow directions 100% of the time as measured by teacher data sheets = O</p> <p>3. Using grade-level social studies textbook and current reading assignment, student will orally read 100 wpm with no more than three errors, on average, over four trials. Measurement tool: Teacher record book. = I</p> <p>Student will decode words. = O</p> <p>4. Given teacher-made worksheets with 20 problems multiplying 3-digit by 2-digit whole numbers, student will increase his correct responses from an average of 8 to an average of 15 problems for five trials. = I</p> <p>Student will demonstrate improved math skills in multiplication. = O</p> <p>5. In the school cafeteria, student will independently order a school lunch, which will include at least two different food selections, by pointing at items on communication board with his elbow, daily for four consecutive weeks, as measured by the parapro's tracking sheet. = I</p> <p>Student will improve expressive language. = O</p> <p>6. Student will reduce aggressive behavior toward others as evidenced by a reduction in referrals to the office for aggressive behavior from six to none for a nine-week grading period. Measured by written referrals. = I</p> <p>When frustrated, student will respond with nonaggressive behavior in four out of five opportunities as measured by behavior tracking. = O</p> <p>7. Given homework at student's academic level, student will complete and submit 90% of required assignments for each content area class by the end of the fourth quarter, as measured by the teacher grade book. = I</p> <p>Student will turn in homework. = O</p> <p>8. When provided a visual cue, the student will complete three reciprocal turn-taking behaviors with a peer without verbal protest in four targeted activities during the preschool day. Currently the student completes one reciprocal turn-taking behavior with a peer given six visual and verbal cues while verbally protesting an average of ten times per activity. = I</p> <p>Student will take turns appropriately 100% of the time. = O</p>
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<p>300.320(a)(6)(ii)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The IEP documents the student's eligibility for <b>alternate assessments</b>.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>If the IEP designates participation in Arizona's alternate assessments, then the NCSC Participation Decision Document and/or the AIMS A Science Eligibility Requirements should be in the student's file as a component of the IEP.</li> <li>If the student is eligible for the alternate assessments, the forms should be completed annually.</li> </ul> <p>Alternate assessment eligibility form(s) are in the file and completed to show participation in the alternate assessments. = <b>I</b></p> <p>Alternate assessment eligibility form(s) are in the file, but not completed. = <b>O</b></p> <p>Alternate assessment eligibility form(s) are not in the file. = <b>O</b></p> <p>Mark this item <b>U</b> if the student is not eligible for alternate assessments. (See Appendix D for forms.)</p>
<p>300.320(a)(2)(ii)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>For students eligible for <b>alternate assessments</b>, the IEP shall include short-term instructional <b>objectives</b> or <b>benchmarks</b> for each goal(s) stated.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>Determine if the IEP of a child with a disability who takes alternate assessments aligned to alternate achievement standards has a description of benchmarks or short-term objectives included.</li> </ul> <p>Mark this item <b>I</b> if benchmarks/short-term objectives are present for every goal.</p> <p>Mark this item <b>O</b> if they are not present for all the goals.</p> <p>Mark this item <b>U</b> if the student is not eligible for alternate assessments.</p>

<p>300.320(a)(3)(ii)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The current <b>progress report</b> provided a measurement of progress toward IEP goals.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>Review the most recent progress report to determine if it provides sufficient information for the parents/staff to project whether or not the student will achieve his or her goal(s) by the end of the IEP year.</li> <li>Information should be provided for each goal and the rate of progress should be reported in a manner consistent with the PLAAFP and/or the associated goals.</li> </ul> <p><b><i>Examples:</i></b></p> <ol style="list-style-type: none"> <li>At the end of the first grading period, student is now able to define 40% of technical terms. = <b>I</b> Student is doing well on this goal. = <b>O</b></li> <li>Student has demonstrated ability to follow three-step directions five times per week for two consecutive weeks. = <b>I</b> Student is doing much better at following directions. = <b>O</b></li> <li>At the end of the third grading period, student has averaged 87 words per minute with three errors over the last four trials. = <b>I</b> Student's fluency skills have greatly improved. = <b>O</b></li> </ol>
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	<p>4. Student can answer an average of 9 of the 20 problems correctly. = I</p> <p>Student's math progress: AP (adequate progress) = O</p> <p>5. At the end of the first grading period, student independently ordered a dessert each day. With verbal encouragement from the aide, student also ordered an additional different item each day. = I</p> <p>Student eats two things for lunch each day. = O</p> <p>6. During this grading period, student had two referrals for aggressive behavior. = I</p> <p>Student continues to have problems with aggression at school. = O</p> <p>7. Over four targeted activities, the student currently completes one turn-taking behavior with an average of four visual cues and six verbal protests per activity. = I</p> <p>Skill not yet introduced. = O</p>
<b>III.A.4 Special Education and Related Services</b>	

<p>300.320(a)(4)</p> <p>R7-2-401(G)(4)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The IEP describes the <b>specially designed instruction</b> (special education services) to be provided.</p> <p><i>Specially designed instruction</i> means “adapting, as appropriate to the needs of a student, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability and to ensure access to the general curriculum.”</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li><u>Review the entire IEP</u> for a clear description of the specially designed instruction adapting, as appropriate to the needs of a student, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability and to ensure access to the general curriculum.</li> </ul> <p><b><i>Examples:</i></b></p> <p>Student will receive 450 minutes of math computation instruction in the general education program as well as access to special area classes such as PE, music, library. Student will receive academic services for reading, written expression, math, and behavior support in a small group self-contained setting. = I</p> <p>Reading Comprehension: Clarification: Student will receive small group instruction for reading comprehension in the resource room because he needs a highly structured environment to limit distractions. = I</p> <p>Instruction in using speech-to-text software for writing assignments. = I</p> <p>Pragmatic Language Therapy: social skills instruction = I</p> <p>Preteaching for comprehension in content areas = I</p> <p>Reading instruction utilizing kinesthetic and visual strategies for decoding skills = I</p> <p>Kinesthetic strategies for math calculation (operations) = I</p> <p>Targeted instruction in using replacement behaviors = I</p> <p>Generalization and practice in life skills (daily living skills, personal management skills) = I</p> <p>Life skills taught in a small group with cues, modeling, and repetition = I</p>
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	<p>Articulation, voice, or fluency therapy = <b>I</b></p> <p>Time management skills on the worksite = <b>I</b></p> <p>Expressive/receptive language therapy = <b>I</b></p> <p>Individualized support in developing study and organizational skills = <b>I</b></p> <p>Multiple instructional methods and repetitive teaching strategies to acquire and maintain reading comprehension skills = <b>I</b></p> <p><b>NOTE:</b> The following examples would be considered <b>noncompliant</b> if there is no evidence anywhere in the IEP of <u>how the service is individualized to the student's needs</u>.</p> <p>SLD resource = <b>O</b></p> <p>Inclusion = <b>O</b></p> <p>Preschool = <b>O</b></p> <p>Speech/language therapy = <b>O</b></p> <p>Reading comprehension = <b>O</b></p> <p>Behavior supports = <b>O</b></p> <p>Tutoring = <b>O</b> (While this service may be a part of the educational program, it is not a specialized service.)</p>
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<p>300.320(a)(4)</p> <p>R7-2-401(G)(4)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The IEP includes the consideration of <b>related services</b> to be provided.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>Determine if the IEP team considered the need for related services. If there are no related services indicated on the IEP, there must be some notation that the team considered and rejected the need.</li> <li>If the team determined that related services were needed, the services must be clearly specified in the IEP.</li> <li>Transition services can be considered as a related service if they are required to assist a child with a disability to benefit from special education.</li> </ul> <p><b><i>Examples:</i></b></p> <p>Late bus schedule, door to door, basketball season = <b>I</b></p> <p>Sign interpretation during Monday intramurals = <b>I</b></p> <p>Transportation assistance = <b>I</b></p> <p>Occupational therapy (sensory integration) = <b>I</b></p> <p>Occupational therapy = <b>O</b></p> <p>Counseling = <b>I</b></p> <p>Social work services = <b>I</b></p> <p>Speech therapy (expressive language) = <b>I</b></p> <p>Speech = <b>O</b></p> <p>Parental counseling and training = <b>I</b></p> <p>Team considered related services: none were needed. = <b>I</b></p> <p>NA / blank = <b>O</b></p>
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<p>300.320(a)(4) 300.324(a)(3)(ii) 300.34(a)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The IEP includes any <b>supplementary aids, services, and program modifications</b> to be provided.</p> <p><i>Supplementary aids and services</i> are defined as “aids, services, and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate. Examples include, but are not limited to, orientation and mobility training, assistive technology devices or services, and instructional aides.”</p> <p><i>Program modifications</i> are defined as “substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content, or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Review the entire IEP to determine if supplementary aids and services are to be provided or if program modifications are to be made.</li> </ul> <p><b>Examples:</b></p> <p>If the IEP delineates supplementary aids and services and program modifications that address the needs of the student, mark this item <b>I</b>.</p> <p>Student will use a pencil grip whenever she is working on a written assignment. = <b>I</b></p> <p>Student is allowed to use a calculator for math problems. = <b>I</b></p> <p>Student will utilize a daily communication book (or homework assignment notebook) that will move between home and school with relevant notes for the parent/teacher. = <b>I</b></p> <p>To promote student’s continued independence, leisure books with page-turning adaptations will be available during noninstructional time. = <b>I</b></p> <p>Student will require an aide for toileting assistance. = <b>I</b></p> <p>A social skills coach will meet with student twice a week during P.E. = <b>I</b></p> <p>Student will have a sign language interpreter during classroom discussions. = <b>I</b></p> <p>Student will complete 50% of all math drill homework. = <b>I</b></p> <p>None required at this time. = <b>I</b></p> <p>Considered and not needed at this time. = <b>I</b></p> <p>NA = <b>O</b></p> <p>Left blank and not addressed anywhere in IEP. = <b>O</b></p>
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<p>300.320(a)(7)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The <b>location</b> of each service or adaptation is included.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>The location of services generally refers to the type of environment that is the appropriate place for provision of the service. The location should not be a specific room (e.g., Mrs. Smith's class) but should reflect the type of location (resource room, general math class).</li> </ul> <p><b>Examples:</b></p> <p>Resource room = <b>I</b></p> <p>General education classroom = <b>I</b></p> <p>Campus-wide (with an explanation) = <b>I</b></p> <p>Campus = <b>O</b></p> <p>Mr. Wilson's classroom = <b>O</b></p> <p>This item <b>cannot be marked U</b>.</p>
<p>300.324(a)(3)(ii)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The IEP includes a statement of <b>supports</b> that will be provided to <b>school personnel</b>.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if appropriate supports were considered. This area of the IEP should not be left blank, but the supports may be incorporated in various locations in the document.</li> </ul> <p><b>Examples:</b></p> <p>Considered, but not needed at this time. = <b>I</b></p> <p>In-service training on tube feeding = <b>I</b></p> <p>Staff and parent in-service on appropriate use of assistive technology device = <b>I</b></p> <p>Special education consultation on appropriate modifications for weekly tests in spelling = <b>I</b></p> <p>Paraprofessional training on positive behavioral supports = <b>I</b></p> <p>Special education consultation = <b>O</b></p> <p>NA / blank = <b>O</b></p> <p>Teacher training = <b>O</b></p> <p>Providing copy of IEP = <b>O</b></p>

<p>300.106</p> <p>R7-2-408</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The IEP includes consideration of the need for <b>extended school year</b> (ESY) services.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if the decision about the need for ESY was made on an individual basis at the IEP meeting.</li> <li>ESY cannot be excluded on the basis of a particular category of disability, the age of the student, or the availability of LEA resources.</li> <li>If the IEP indicates that ESY eligibility will be determined at a later date, a decision for services during the summer must be made no later than 45 days prior to the last day of school.</li> </ul> <p>This item <b>cannot be marked U</b>.</p> <p>If there is an indication that ESY services were considered, mark this item <b>I</b>.</p>
<p>300.320(a)(5)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>An explanation of the extent the student <b>will not participate</b> with <b>nondisabled peers</b> is provided.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if the IEP contains an <b>explanation and justification</b> of the extent to which the student will not be involved with nondisabled students.</li> <li>This could be documented in a variety of ways or places within the IEP. The explanation must be individualized, and boilerplate statements are not acceptable.</li> </ul> <p>This item <b>cannot be marked U</b>.</p> <p><b>Examples:</b></p> <p>Given the student's needs in math reasoning and a high level of distractibility, the team determined that instruction should be provided in the resource setting where the student will not be participating with nondisabled peers during math instruction. = <b>I</b></p> <p>Because of the significant modifications needed in order for the student to progress in the general curriculum, the student will not be participating with nondisabled peers while receiving basic reading instruction in the special education language arts classroom. = <b>I</b></p> <p>Student receives speech articulation therapy once a week for 30 minutes and will not be participating with nondisabled peers during that time. Because the student needs a quieter environment, it was determined that the noise level in a centers-based kindergarten classroom would not be conducive to speech therapy. = <b>I</b></p> <p>Student is in self-contained ED classroom four hours a day for individualized behavior support because of the student's aggressive behaviors and will not participate with nondisabled peers during that time. = <b>I</b></p> <p>Student is in resource for one class period a day. = <b>O</b></p> <p>Student will not be with nondisabled peers when student is with special education teacher for instruction. = <b>O</b></p>

III.A.5 Other Considerations	
300.324(a)(2)(i) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>In the case of a child whose <b>behavior</b> impedes the child’s learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if the IEP team considered whether or not the student needs behavioral interventions.</li> <li>Documentation of behavioral supports may be located throughout the document, such as in the annual goals, PLAAFP, classroom management strategies, accommodations and/or modifications, counseling services to be provided, and behavior plans.</li> </ul>
300.320(a)(6)(i) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The IEP includes documentation of any <b>accommodations</b> in the administration of state- or LEA-wide <b>assessments</b>.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if the IEP contains documentation of the accommodations used for state and district assessments.</li> <li>Standard and/or universal accommodations must have a relationship to the accommodations used with the student during instruction.</li> </ul>
300.324(a)(2)(iv) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The <b>communication needs</b> of the student were considered.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if the communication needs of the student have been considered within the IEP.</li> </ul> <p><b>Examples:</b></p> <p>Student’s stuttering increases when she speaks before a group without notes. Student should be allowed to read classroom reports at the beginning of the year and gradually reduce dependency on reading as the year goes on. = I</p> <p>Student uses simple signs to convey basic needs such as toileting and hunger. = I</p> <p>Student has no communication deficits. = I</p> <p>NA / blank = O</p>

<p>300.324(a)(2)(v)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The <b>assistive technology needs</b> of the student were considered.</p> <p>An <i>AT device</i> can be “any item that increases, maintains, or improves the functional capabilities of a student.”</p> <p><i>AT service</i> is “the direct assistance needed in the evaluation of the need for and the selection, acquisition, or use of an AT device.”</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if consideration was given to the student’s need for assistive technology, regardless of the student’s disability.</li> <li>Devices can range from low to high tech.</li> <li>AT services may include training for staff in the use of the device(s).</li> </ul>
<p>300.324(a)(2)(ii)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>For students who are <b>English language learners (ELL)</b>, <b>language needs</b> were considered.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if the student is an English language learner by reviewing AZELLA scores and/or the PHLOTE form for this information.</li> </ul> <p><b>Examples:</b></p> <p>This is the student’s first year in the USA and the primary language is Italian. Student should be taught using simple grammar with picture/graphic assists as much as possible. = <b>I</b></p> <p>Student has studied English for several years and has a good command of written language. However, he needs spoken information presented in short segments in order to check his understanding until oral proficiency is achieved. = <b>I</b></p> <p>The IEP team has not addressed the language acquisition needs of a student who is an English language learner. = <b>O</b></p> <p>Mark this item with a <b>U</b> for students who are not English language learners,</p>
<p>300.324(a)(2)(iv)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>For students who are <b>hearing impaired (HI)</b>, the IEP includes consideration of the student’s <b>language and communication needs</b> (including opportunities for direct instruction in the student’s language or mode of communication).</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>If student is HI, determine if the IEP team took into account the language levels and communication mode of the student when developing the IEP and making a placement decision.</li> </ul> <p>Mark this item with a <b>U</b> for students who are not hearing impaired.</p>

### III.A.6 For Students 16 Years of Age or Older, Documentation of Required Postsecondary Transition Components

*Transition components* include “appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.” (20 U.S.C. 1416(a)(3)(B))

300.320(b)(1)

- SF

Documentation of **measurable postsecondary goals** (MPGs) in the areas of education/training and employment, and when appropriate, independent living skills.

***Student File Review Method:***

- Review the IEP to determine if it includes measurable postsecondary goals in the following areas: **education/training, employment**, and when appropriate, **independent living skills**.
- The training/education and employment goals are required. The measurable postsecondary goal related to independent living is the only optional goal, and the IEP team determines if it is appropriate to include a goal in this area.
- Measurable postsecondary goals do not require completion within one year of exiting high school.

***Examples:***

If the measurable postsecondary goals are stated in such a way that they can be counted, will occur after the student leaves high school, and seem appropriate based on the information in the present levels and based on the student’s strengths, preferences, and interests, mark this item **I**.

If there is **no evidence** of postsecondary goals, mark this item **O**.

If the postsecondary goals are **not measurable**, mark this item **O**.

If the **required areas** are **not addressed**, mark this item **O**.

If the goals are **not postsecondary**, mark this item **O**.

NOTE: For noncompliance, check the specific reason(s) on the Student Form.

**Training Goals:**

- Student will enroll in a plumbing apprenticeship program. = **I**
- Student will complete work adjustment skills training at XYZ sheltered industry. = **I**
- Student is interested in plumbing. = **O**

**Education Goals:**

- Student will enroll full-time in a teacher prep program after graduation. = **I**
- Student will audit a choir class at Glendale Community College. = **I**
- Student wants to graduate from high school. = **O**

	<p><b>Employment Goals:</b></p> <ul style="list-style-type: none"> <li>• Student will work full-time as a laborer for a construction company after exiting high school. = <b>I</b></li> <li>• Student will work in Trident Industries group-supported employment. = <b>I</b></li> <li>• Student likes fixing things and earning money. = <b>O</b></li> </ul> <p><b>Education/Training and Employment Goals (combined):</b></p> <ul style="list-style-type: none"> <li>• After high school, student will enroll at a community college to receive training in order to become an engineer. = <b>I</b></li> <li>• Student will work on a construction crew to gain on-the-job training to develop skills as a framer after graduation. = <b>I</b></li> <li>• After graduation, student wants to move to Ohio to work for an uncle. = <b>O</b></li> </ul> <p><b>Independent Living Skills Goals:</b></p> <ul style="list-style-type: none"> <li>• After exiting school, student will live with a roommate in an adult supervised setting. = <b>I</b></li> <li>• Student wants to move away from home. = <b>O</b></li> </ul>
<p>300.320(b)</p> <ul style="list-style-type: none"> <li>• SF</li> </ul>	<p>Documentation that measurable postsecondary goals were <b>updated annually</b>.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>• Review the IEP to determine if postsecondary goals were addressed/updated in conjunction with the development of the current IEP.</li> </ul> <p><b><i>Examples:</i></b></p> <p>If postsecondary goal(s) for education/training, employment (and independent living, as needed) were documented in the student's current IEP, mark the item <b>I</b>.</p> <p>If this is the student's first IEP that addresses secondary transition services because the student just turned 16, it is considered an update, so mark the item <b>I</b>.</p> <p>If postsecondary goal(s) for education/training, employment (and independent living, as needed) are not documented in the student's current IEP, mark the item <b>O</b>.</p> <p>If this student has an expired IEP due to nonattendance (withdrawal, dropout), mark this item <b>U</b>.</p>

<p>20 U.S.C. 1416(a)(3)(B)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation of <b>annual IEP goal(s)</b> that was (were) related to the student's transition service needs.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Review the IEP for evidence of at least one annual IEP goal or short-term objective related to the student's transition service needs for each measurable postsecondary goal. One annual goal can support multiple postsecondary goal areas.</li> </ul> <p><b>Examples:</b></p> <p>If a postsecondary goal area was addressed (even though it was not measurable) and an annual goal was included in the IEP related to the student's transition services needs, mark the item I.</p> <p><b>Education/Training Goals</b></p> <ul style="list-style-type: none"> <li><b>Measurable Postsecondary Goal:</b> Upon completion of school, student will complete on-the-job training for telemarketing. <b>Annual Goal:</b> Using grade-level social studies textbook and current reading assignment, student will orally read 100 wpm with no more than an average of three errors over four trials. Student currently reads 75 wpm with an average of five errors over four trials. = I</li> <li><b>Measurable Postsecondary Goal:</b> Upon graduation from high school, student will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports with hand-over-hand assistance. <b>Annual Goal:</b> Student will increase tolerance of hand-over-hand assistance from thirty minutes to forty-five minutes during three out of five sessions per week with the occupational therapist. = I</li> </ul> <p><b>Employment Goals</b></p> <ul style="list-style-type: none"> <li><b>Measurable Postsecondary Goal:</b> Student will work as a veterinary assistant full-time after graduation. <b>Annual Goal:</b> Student will correctly define 90% of veterinary terms found in veterinary technical manuals with the aid of a thesaurus. = I</li> <li><b>Measurable Postsecondary Goal:</b> After graduation, student will work on a production line packaging parts for a cell phone company. <b>Annual Goal:</b> Given picture-clue instruction, student will follow three-step directions accurately four times per week for four consecutive weeks. = I</li> </ul> <p><b>Independent Living Goals:</b></p> <ul style="list-style-type: none"> <li><b>Measurable Postsecondary Goal:</b> With the assistance of a personal care attendant, student will live independently in a semi-supervised apartment. <b>Annual Goal:</b> In the school cafeteria, student will order a school lunch that will include at least two different food selections by pointing at items on a communication board with her elbow daily for four consecutive weeks. = I</li> <li><b>Measurable Postsecondary Goal:</b> Upon completion of high school, student will live independently in an apartment near Schucks Construction.</li> </ul>
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**Annual Goal:**  
Student will complete three different budgets within income expectations that could support the costs related to an apartment near Schucks Construction by May 2015. =  
I



<p>300.320(b)(2)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation of at least one <b>transition service/activity</b> that would reasonably enable the student to meet his or her postsecondary goals.</p> <p><i>Transition services</i> to be addressed include the areas of instruction, community experiences, related services, employment, and other post-school adult living, and if appropriate, daily living skills and functional vocational evaluation.</p> <p>Strategies may address activities performed on the school campus and during school hours, as well as activities off-site and during non-school hours. The IEP team does not need to include all components if they are not appropriate for the student. Services/activities are only needed in areas that will reasonably enable the student to meet the measurable postsecondary goals and that have been identified as areas of need either through transition assessments or in the PLAAFP.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Review the IEP for evidence of at least one transition service/activity that would reasonably enable the student to meet his or her postsecondary goals. One transition service/activity may support multiple measurable postsecondary goals.</li> </ul> <p><b>Examples:</b></p> <p>If a postsecondary goal area was addressed above (even though it was not measurable) and there is a transition service that will enable the student to meet that postsecondary goal, mark the item <b>I</b>.</p> <p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Receive instruction related to applying to school of choice and researching scholarship opportunities. = <b>I</b></li> <li>Intensive reading instruction to prepare for postsecondary education. = <b>I</b></li> <li>Receive instruction to use assistive technology device. = <b>I</b></li> <li>Teach self-monitoring skills related to on-task behavior. = <b>I</b></li> <li>Required courses for graduation. = <b>O</b> (not individualized)</li> </ul> <p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>Investigate youth volunteer programs; open a bank account; visit the mall and food court with a provider to identify stores and meals of choice. = <b>I</b></li> <li>Use Community Information and Referral to identify three strategies to resolve a transportation concern. = <b>I</b></li> <li>Visit three supported employment programs and choose one for postsecondary services with parental assistance and input. = <b>I</b></li> <li>Field trips. = <b>O</b> (too general)</li> </ul>
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	<p><b>Related Services:</b></p> <ul style="list-style-type: none"> <li>• At beginning of senior year, explore city transportation options in order to visit potential post-school providers of physical therapy. = I</li> <li>• Participate in speech/language services to improve expressive language skills. = I</li> <li>• Identify adult services to support orientation and mobility needs after exit from high school. = I</li> <li>• Related services will be provided as needed. = O</li> </ul> <p><b>Employment:</b></p> <ul style="list-style-type: none"> <li>• Participate in two job-shadow experiences. = I</li> <li>• Work in unpaid position on campus. = I</li> <li>• Obtain part-time or summer employment (in a position related to the measurable postsecondary goals). = I</li> <li>• Identify a postsecondary supported-employment option with DDD support service coordinator. = I</li> <li>• Consumer Math; Job Service Skills = O</li> </ul> <p><b>Post-school Adult Living:</b></p> <ul style="list-style-type: none"> <li>• Learn about expectations for eating in a restaurant; apply for housing assistance; visit adult service providers in the community. = I</li> <li>• Meet with SSI representative to determine possible financial benefits. = I</li> <li>• Visit three group/supported living programs for postsecondary independent living needs. = I</li> <li>• Complete the eligibility process to enter into the supported employment and independent living program upon exiting secondary education. = I</li> <li>• Apartment = O (too vague)</li> </ul> <p><b>Daily Living Skills (if appropriate):</b></p> <ul style="list-style-type: none"> <li>• Learn to prepare meals, develop and follow monthly budget, and (with parental support) select a primary care physician and/or dentist. = I</li> <li>• Demonstrate safety skills in the community. = I</li> <li>• Hygiene = O</li> </ul> <p><b>Functional Vocational (if appropriate):</b></p> <ul style="list-style-type: none"> <li>• Develop a vocational profile based upon functional information; participate in situational work assessments at employment sites related to student's interest. = I</li> <li>• Complete a job analysis and current skills inventory to identify achievable employment opportunities. = I</li> <li>• Complete nonverbal modified assessment of adaptive behaviors, career interests, and career skills. = I</li> <li>• Retake the ASVAB to improve scores to be eligible to participate in the electronics program in the military. = I</li> <li>• Update the Brigance and Supports Intensity Scale Assessment to update information for Summary of Performance upon exit from school. = I</li> <li>• Conduct a functional vocational evaluation. = O</li> </ul>
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<p>300.321(b)(3)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>If appropriate, evidence that a representative of any participating agency that is likely to provide and/or pay for transition services had been invited to the IEP meeting <b>after consent from the parent or student who has reached the age of majority</b>.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>If outside agency services are evident, determine if parent or adult student consent was obtained. If there is parent or adult student consent, then look for evidence that the invitation to a participating agency occurred after consent was obtained.</li> <li>Documentation may be located in the meeting notice, a formal letter, a telephone log, e-mails, or other documents.</li> </ul> <p><b><i>Examples:</i></b></p> <p>If there is evidence of consent of the parent or adult student <b>AND</b> clear evidence that the agency was then invited after consent was obtained, mark this <b>I</b>.</p> <p>If there is evidence of outside agency participation and consent was not obtained, mark this <b>O</b>.</p> <p>If the IEP team determined that no outside agency was needed, mark this <b>U</b>.</p>
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<p>300.320(b)(1)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation that the measurable postsecondary goals were based upon <b>age-appropriate transition assessment(s)</b>.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>Review the IEP for supporting information and locate evidence of age-appropriate transition assessment(s). The information may be located in multiple places within the IEP including the PLAAFP or transition services page.</li> <li>There must be evidence that assessment information was used to create each measurable postsecondary goal and that it was based on the student's needs, strengths, preferences, and interests.</li> <li>No specific number of assessments is required and they may be formal or informal.</li> <li>Formal or informal transition assessment(s) should be selected based on the <b>individual needs</b> of the student.</li> </ul> <p><b><i>Examples</i></b> (This is not an exhaustive list.)</p> <p>Interest inventories</p> <p>Education and Career Action Plan (ECAP)</p> <p>Arizona Career Information System (AzCIS) assessments, such as work preferences and other areas within the system</p> <p>Armed Services Vocational Assessment Battery—ASVAB</p> <p>Situational assessment(s)—a narrative of informal activities that clearly align to MPGs and show the student can/cannot perform requirements for the determined goal</p> <p>Interviews (student, parent, general education teachers, special education teachers, career technical education teachers, employers, extracurricular facilitators, coaches, counselors, related service providers, outside support agencies, and others as appropriate)</p> <p>Aptitude inventories, skills inventories, e.g., OASIS III, Valpar</p> <p>Supports Intensity Scale (types and intensity of supports an individual with an intellectual disability needs)</p> <p>Prevocational/employment scales</p> <p>Achievement assessments</p> <p>Assistive technology needs assessment (observation from related service provider)</p> <p>Community college placement instruments</p> <p>College/university entrance instruments</p> <p>Narrative of (core and elective) course content completion from any class related to the MPG(s)</p> <p>If the IEP contains documentation of how assessment information was used in the development of the postsecondary goal(s) and it was based on the student's needs, strengths, preferences, and interests, mark this item <b>I</b>.</p> <p>If a postsecondary goal area was addressed (even though it was not measurable) and there was age-appropriate transition assessment information from one or more sources regarding the student's needs that took into account the student's strengths, preferences, and interests (regarding this postsecondary goal), mark the item <b>I</b>.</p> <p>If the assessment is listed without a reference to the results regarding the student's strengths, needs, preferences and interests, mark this item <b>O</b>.</p>
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<p>300.320(b)(2)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Transition services include <b>courses of study</b> that will reasonably enable the student to meet his or her postsecondary goals.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Review the IEP to determine if there is documentation of courses of study that includes a description of coursework from the student's current year that was designed to help the student achieve the post-school goals.</li> </ul> <p><b>Examples:</b></p> <p>If the courses of study align with the student's identified measurable postsecondary goals, mark this item <b>I</b>.</p> <p>If the courses of study do not align with the student's identified measurable postsecondary goals, mark this item <b>O</b>.</p>
<p>300.321(b)(1)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>Documentation that the <b>student</b> who is at least <b>16 years of age</b> was <b>invited to the IEP meeting</b> when postsecondary transition services were being discussed.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>For the current year, there is documented evidence in the IEP or within the file that the student was invited to attend the IEP meeting in which transition services were to be discussed.</li> <li>Look on the IEP for a student signature, for a meeting notice with the student's name included, for a telephone log, or other clear documentation that the student was invited.</li> </ul> <p><b>Examples:</b></p> <p>If the student was in attendance or there was clear evidence that the student was invited, mark this item <b>I</b>.</p> <p>If no documentation is evident, mark this item <b>O</b>.</p>
<p><b>III.A.7 Additional Postsecondary Transition Components</b></p>	

<p>300.320(c)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>By age 17, the student's IEP must contain a statement that the student has been informed of his or her <b>rights that will transfer</b> to the student at age 18.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>Look for a statement in the IEP that the parent and student have been informed of the rights that will transfer when the student reaches the age of majority.</li> <li>Documentation may consist of items such as a prior written notice or a statement within the IEP.</li> </ul> <p><b><i>Examples:</i></b></p> <p>If the student is turning 17 in the <b>current IEP year</b> and there is evidence that the student and parent have been informed that rights transfer, mark this item <b>I</b>.</p> <p>If the student is turning 17 in the <b>current IEP year</b> and there is no evidence that the student and parent have been informed that rights transfer, mark this <b>O</b>.</p> <p>For any student not yet age 17 and who will not be turning 17 during the current IEP year, mark this item <b>U</b>.</p> <p>For any student whose IEP was developed after his or her 18th birthday, mark this item <b>U</b>.</p>
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300.305(e)(3)	<p>For any <b>exiting students</b>, there is documentation of a <b>summary of academic achievement and functional performance</b> for each student that included recommendations to assist those students in meeting their postsecondary goals.</p> <p><b>Worksheet Review Method:</b></p> <ul style="list-style-type: none"> <li>• Ask the LEA for copies of the summary of academic achievement and functional performance developed for students who have graduated/aged out at the end of the previous school year.</li> <li>• If the LEA has <b>only one high school</b>, review all summaries..</li> <li>• If there are <b>multiple campuses</b>, use the LEA's list of exited students to select a minimum of two summaries from each campus.</li> <li>• Look for documentation that includes <b>three components</b>: (1) summary of academic achievement; (2) summary of functional performance; and (3) recommendations to assist a student in meeting postsecondary goal(s).</li> <li>• Documentation needs to be <b>more extensive than test scores or grade-level equivalents</b>. All areas pertinent to the student's needs must be addressed.</li> </ul> <p><b>Examples:</b></p> <p>If the LEA has documentation of a summary of academic achievement and functional performance and recommendations for the student, mark this item <b>I</b>.</p> <p>If LEA has documentation of a summary of academic achievement and functional performance but not all three components are included, mark this item <b>O</b>.</p> <p>If the LEA had no students aged 16–21 graduating/aging out last year, mark this item <b>U</b>.</p>
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### III.A.8 Documentation That IEP Reflects Student Needs

300.320(a)(b)

- SF

Documentation that the IEP reflects the **individual student needs**.

***Student File Review Method:***

- This item is looking at the cohesiveness of a student's IEP as a whole and requires that the IEP reflect the student's individual needs.
- Consider all of the following:
  - ✓ Evaluation information (**if conducted within the last year**)
  - ✓ PLAAFP
  - ✓ IEP goals
  - ✓ Secondary transition plan
- There should be a clear alignment between the student needs (as articulated in the evaluation and PLAAFP) and the goals and services identified on the IEP.
- Record the specific reason(s) for noncompliance on the Student Form.

Mark this item **O** if the IEP prohibits the student from receiving FAPE.

If there is no link between the **evaluation** and the IEP, the **PLAAFP** does not address the **student's needs**, the **IEP goals** are not **aligned with individual needs**, or the **secondary transition components** are not addressed, mark this item **O**.



## **SECTION IV: Procedural Safeguards/Parental Participation**

### **IV.A.1 Notices Sent at Required Times and in a Language and Form That Is Understandable to Parents**

<p>34 CFR 300.504(a)</p> <p>R7-2-401.I.1</p> <ul style="list-style-type: none"> <li>• SF</li> </ul>	<p><b>Procedural safeguards notice (PSN)</b> was provided to parents within the <b>last 12 months</b>.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>• If documentation is evident that the parent was given a copy of a procedural safeguards notice at least one time during the current year, mark this line item <b>I</b>.</li> </ul> <p><b><i>Examples:</i></b></p> <p>Date when given = <b>I</b></p> <p>Parent initials = <b>I</b></p> <p>LEA staff initials = <b>I</b></p> <p>Marked checkbox = <b>I</b></p> <p>Unmarked checkbox = <b>O</b></p> <p>Date not within a year = <b>O</b></p>
<p>300.503(c)</p> <p>R7-2-401 (G)(6)</p> <ul style="list-style-type: none"> <li>• SF</li> </ul>	<p><b>Required notices</b> (invitations to meetings, procedural safeguards notices, and prior written notices) are provided in the <b>native language of the parent</b>.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>• Review the file for copies of the most recent notices sent to the parents.</li> <li>• Compare the language of the notices to the primary language indicated on the student file form.</li> <li>• If the notices were provided in a language other than the parent's native language, there must be documentation of the parent's request for notices to be provided in English.</li> <li>• The language of the student must be considered when the <b>student is invited</b> to the IEP meeting.</li> </ul>

#### IV.A.2 PWN Sent at Required Times and Contained Required Components

300.503(a)

- SF

**Prior written notice (PWN)** was provided to parents at **required times**.

***Student File Review Method:***

- Determine when the PWN should have been distributed in the last twelve months for the type of file being reviewed. Prior written notice (PWN) must be provided in the following situations:
  - ✓ **Identification:**
    - When a student is referred for an INITIAL evaluation. (For example, when the school's child find system makes a referral to special education.)
  - ✓ **Evaluation:**
    - Before obtaining consent for the collection of additional data in the evaluation process. (This is the proposal to collect additional data for evaluation.)
  - ✓ **Eligibility:**
    - After the team has determined the eligibility of a student for special education. This completes the evaluation process.
  - ✓ **Provision of FAPE:**
    - When there is a change or refusal to change the provision of FAPE: before implementation of an initial IEP or before a revised IEP can be implemented.
    - Prior to ceasing services when a parent revokes consent for the provision of special education services.
  - ✓ **Educational Placement:**
    - When there is a change or refusal to change the educational placement, including an initial placement.
    - When a student exceeds the age of eligibility for IDEA-based services or graduates with a regular diploma.
    - Prior to the 11th day of suspension and/or before an accumulation of suspensions constituting a pattern and/or at the beginning of an expulsion, all of which require a change in services and the provision of FAPE. Prior to placement in an interim alternative education setting (IAES).
- Verify the purpose of each PWN provided for required times. Use this information to determine compliance. If a single notice covered multiple purposes, determine process compliance (notice given at the correct time) for all that are appropriate.

If the PWN was given at the appropriate time, mark this item I.

**(See Appendix F for examples.)**

<p>300.503(b)(1)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The <b>PWN</b> includes a <b>description of action(s) proposed or refused</b> by the LEA. All actions and refusals must be identified.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Documentation must include a description of actions proposed or refused by the team. The content of the notice summarizes the discussion that took place during the meeting.</li> </ul> <p><b>Examples:</b></p> <p>The district proposes that services will be provided to the student in accordance with the IEP. The team declined to place the student in a more restrictive math placement as requested by the math teacher. = <b>I</b></p> <p>The evaluation team proposes to collect additional information on the student's behavioral functioning with standardized assessments. = <b>I</b></p> <p>NA / Blank = <b>O</b></p>
<p>300.503(b)(2)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The <b>PWN</b> includes an <b>explanation of why</b> the agency proposed or refused to take action.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>The content of the notice summarizes the discussion that took place during the meeting.</li> </ul> <p><b>Examples:</b></p> <p>Student's IEP has been reviewed and services have been adjusted according to the present levels of performance and goals in math. Student is currently receiving a grade of C- in the regular education math class without modification in grade level or change in performance criteria. = <b>I</b></p> <p>Student's performance in the classroom seems to be hindered by behavior and the team needs the data to accurately assess eligibility and develop appropriate behavioral strategies. = <b>I</b></p> <p>NA / blank = <b>O</b></p> <p>Federal law requires an annual review of the IEP. = <b>O</b></p>

<p>300.503(b)(6)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The <b>PWN</b> includes a description of any <b>options considered</b> and why those options were rejected.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>The content of the notice summarizes the discussion that took place during the meeting.</li> </ul> <p><b>Examples:</b></p> <p>While the team discussed increasing the special education services provided for the student, it was decided that he continues to require resource room assistance in reading and written expression and paraprofessional support in a regular education math class. Because of his success in math, a resource math placement was not seen as appropriate. = I</p> <p>The team believes that observations alone will not provide enough information about the student's current behaviors. = I</p> <p>The team considered increasing minutes of instruction in the general education setting but decided that the student required a small group setting in order to focus on instruction. = I</p> <p>NA = O</p> <p>The alternative school is full. = O</p> <p>We considered not revising the IEP, but it is mandated by law. = O</p>
<p>300.503(b)(3)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The <b>PWN</b> includes a <b>description of evaluation procedures, tests, records</b> used as a basis for the decision.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>The content of the notice summarizes the discussion that took place during the meeting.</li> </ul> <p><b>Examples:</b></p> <p>The team considered the results of the interventions provided to the student, progress monitoring data, and attendance. = I</p> <p>The team considered the student's quarterly progress reports, weekly test grades, scores on the district assessment, and work completion data. = I</p> <p>There has been no standardized assessment of the student's behavior in the past and the parents report that he has never had any behavioral difficulty before. They further report that there has been nothing in the family life that might account for the sudden problematic behaviors. = I</p> <p>NA / Blank = O</p> <p>Student's counselor said she had always had these problems with attendance. = O</p>

<p>300.503(b)(7)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The <b>PWN</b> includes a <b>description of any other factors relevant</b> to the agency’s proposal or refusal.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>The content of the notice summarizes the discussion that took place during the meeting.</li> </ul> <p><b>Examples:</b></p> <p>Student continues to need additional direction from the paraprofessional in order to complete assigned work. Student has demonstrated ability in working with the peer tutor and cooperative learning groups that are used in regular education math. = <b>I</b></p> <p>Because of the recent behavioral concerns, the evaluation team has chosen not to wait until next April when the student’s reevaluation is due. Parents signed consent for assessment on this date. = <b>I</b></p> <p>NA / Blank = <b>O</b></p> <p>This school has a strict discipline and attendance policy. = <b>O</b></p> <p>The IEP team will monitor the student’s progress and meet annually to revise the IEP. = <b>O</b></p>
<p>300.503(b)(4)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>If the <b>PWN</b> is for any reason <b>other than an initial referral</b> for evaluation, it includes a statement of how a <b>copy of procedural safeguards notice (PSN)</b> can be <b>obtained</b>.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>There must be LEA contact information as to where the PSN can be obtained. This may include the school’s website.</li> </ul> <p>Mark this item <b>I</b> if the PWN contains the required information.</p> <p>If the notice was for initial referral for evaluation, mark this item <b>U</b>.</p>
<p>300.503(b)(5)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The PWN includes <b>sources to obtain assistance</b> in understanding the notice.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>There must be contacts available including address and telephone numbers for a number of parent resources, which may include: Arizona Department of Education/Exceptional Student Services, Arizona Center for Disability Law, and Raising Special Kids.</li> <li>One of the sources could be the LEA, including the LEA’s phone number and contact name.</li> </ul> <p>Mark this item <b>I</b> if the PWN contains the required sources.</p>

IV.A.3 Discipline Procedures and Requirements ONLY SUSPENSIONS MORE THAN 10 DAYS	
300.530(h) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>For a student who has been <b>suspended for more than 10 days</b> in the school year, the <b>parent was notified</b> on the day the decision was made.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Review the student's file to determine if there is documentation that the parents were contacted in person or by telephone. This contact must be made on the same day as the decision to take the action.</li> </ul> <p>If such a record is found, mark this item <b>I</b>.</p> <p>If no record is found, mark this item <b>O</b>.</p>
300.530(f)(1)(i) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>If the behavior was determined to be a <b>manifestation of the disability</b> for a student who has been suspended for more than 10 days in the school year, a <b>functional behavioral assessment (FBA)</b> was conducted and a <b>behavior intervention plan (BIP)</b> implemented <b>OR</b> if it was already in place, the behavior intervention plan was reviewed and modified, as necessary.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>For any suspensions that exceeded 10 days in the school year, review the student's file for a manifestation determination related to the suspensions; then look to see that an FBA and a BIP or revision to the BIP related to the suspension were in the file.</li> </ul> <p>If the behavior was determined to be a manifestation of the disability and a FBA was conducted or a BIP implemented or reviewed, mark this item <b>I</b>.</p> <p>If the behavior was <b>NOT</b> a manifestation of the disability, mark this item <b>U</b>.</p>
300.530(c) 300.530(e) <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>If a <b>change in placement</b> occurred because of behavioral issues, the IEP team conducted a <b>manifestation review within 10 school days</b> to determine the relationship between the student's disability and behavior.</p> <p><b>Student File Review Method:</b></p> <ul style="list-style-type: none"> <li>Determine if a manifestation determination with the parent, LEA, and relevant members of the IEP team completed their review within 10 days of the decision to change the placement.</li> </ul> <p>If the IEP team conducted a review and made a manifestation determination within 10 school days, mark this item <b>I</b>.</p> <p>If there is no documentation that a meeting occurred or if no determination was made, mark this item <b>O</b>.</p>

<p>300.530(f)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>If as a result of a disciplinary action, the IEP team determined that <b>behavior</b> was a <b>manifestation</b> of the student's disability, the student was <b>returned to the placement from which the student was removed</b> unless the removal was for possession of a weapon, drugs, or infliction of serious bodily injury or parents and LEA agree to the change of placement.</p> <p><b><i>Student File Review Method:</i></b></p> <ul style="list-style-type: none"> <li>For any disciplinary action in which the behavior was determined to be a manifestation of a student's disability, look for evidence that the student was returned to the same placement from which the student was removed.</li> </ul> <p>If the student was returned to the placement from which the student was removed, mark this item I.</p> <p>If the parent and the LEA agreed to a change of placement, mark this item I.</p>
<p>300.530(d)</p> <ul style="list-style-type: none"> <li>SF</li> </ul>	<p>The student who was suspended or expelled <b>continued to be provided FAPE</b>, including services and adaptations described in the IEP.</p> <p><b><i>Student File Review Method:</i></b></p> <p>Review the file to determine if there is a description indicating how FAPE would occur. If a new IEP or addendum was not written, there should be meeting notes or other documentation regarding the services that would be provided and how they will be provided.</p> <p>If either a new IEP or addendum, meeting notes, or some other document discussing services to be provided was documented, mark this item I.</p>